

Woodstock State School

Executive summary



1. Introduction

This report is a product of a school review carried out by the School and Region Reviews (SRR) branch at **Woodstock State School** from **2 to 3 November 2023**.

The report presents an evaluation of the school's performance against the 9 domains of the [National School Improvement Tool](#). From this, the school identified affirmations – the achievements, successes and celebrations over the previous 4 years – and improvement strategies: the next steps for improvement, to inform the school's next 4-year strategic planning cycle. For more information regarding the SRR and reviews for Queensland state schools please visit the SRR [website](#).

1.1 Timelines and next steps

School reviews play an important role in each school's planning and improvement cycle. They inform and complement the work of the school in leading continuous improvement and ensuring quality learning outcomes for children and young people in Queensland.

Findings from the school review can be used to inform school planning processes. The [School Performance](#) policy and resources provide further information regarding the development of strategic and annual implementation plans.

Schools will publish the executive summary on the school website within 2 weeks of the school receiving the report.

The principal will meet with their School Supervisor to discuss the review findings and improvement strategies, and discuss next steps in planning for continuous improvement.

1.2 Review team

Damien Hoare Internal Reviewer, (Review chair)

Scott Medford Internal Reviewer

1.3 Contributing stakeholders

Consultation



Total of 52 interviews



10 community members
and stakeholders



11 school staff



24 students



7 parents and carers

1.4 School context

Indigenous land name:	We acknowledge the shared lands of the Bindal peoples.
Education region:	North Queensland Region
Year levels:	Prep to Year 6
Enrolment:	32
Indigenous enrolment percentage:	3.125%
Students with disability percentage:	6.25%
Index of Community Socio-Educational Advantage (ICSEA) value:	967

1.5 Snapshot of previous school review

The last review carried out at the school was conducted from **19 to 20 September 2019**. The school's Index of Community Socio-Educational Advantage (ICSEA) at the time of the 2019 review was identified as 958 and the school enrolment was 46 with an Indigenous enrolment of 13% and nil student with disability enrolment.

The key improvement strategies recommended in the review are listed below.

- Review and refine the Explicit Improvement Agenda (EIA), associated improvement strategies, targets, timelines, roles and responsibilities and success checks to articulate a narrow focus that is communicated to staff, students and parents. (Domain 1)
- Develop and document a whole-school multi-age curriculum assessment and reporting plan that makes clear what and when teachers should teach and students should learn, across the learning areas, for the years of learning. (Domain 6)
- Collaboratively review the pedagogical framework, identifying the agreed and expected pedagogical practices, aligned to the EIA. (Domain 8)
- Develop systematic opportunities for teachers and teacher aides to work together and to learn from each other's practices in order to deepen professional learning in areas aligned to strategies associated with the EIA. (Domain 5)
- Develop a systematic school-wide process for teacher and teacher aide observation, feedback and coaching to build capability in the delivery of the agreed pedagogical practices across the two classrooms. (Domain 8)

2. Executive summary

2.1 Key affirmations

The principal is driving an explicit and detailed school improvement agenda.

The Annual Implementation Plan (AIP) has a focus on specific improvements measured against student performance. A narrow and sharp AIP has documented 3 improvement priorities: student outcomes in numeracy; Before moderation in English and Mathematics; and promoting community and parent engagement. The staff are united and committed to improving learning outcomes for every student. Staff demonstrate their commitment to the agenda and share the common belief that further improvement is possible for all students.

A high priority is given to the school-wide analysis of collected data.

Data is used in a variety of ways by staff at the school. Data analysis is used to consider overall school performance as well as the performance of students from identified priority groups, evidence of improvement and progression over time. There is a school data plan that identifies what data is collected, when and how this information will be utilised. The Positive Behaviour for Learning (PBL) team use behaviour data to guide decision-making processes in relation to how to support student needs. The team meets every term with parent and staff representatives to analyse and discuss this data to make further decisions.

Students express that teachers are positive, caring and supportive of their needs.

Staff articulate a commitment to provide each student with an excellent education in an inclusive learning environment. The principal takes a strong leadership role in developing teacher capability to enact research-informed pedagogies. Teachers communicate the principal has established clear expectations on how the teaching of literacy and numeracy will be delivered and this has provided consistent instruction across the 2 classes. Staff share that they are well supported by the principal and they feel their opinions are valued and are having a positive impact on student learning and social development.

Partnerships play a significant role in providing a holistic education.

Students share they are provided with an array of opportunities that are supported by local organisations. Government sectors, companies and local volunteer-led organisations engage with staff to assist in supporting student learning and wellbeing. Parents convey it is these connections with community that provides their child with an education that is localised.

2.2 Key improvement strategies

Domain 7: Differentiated teaching and learning

Further refine the student learning goals process and strengthen targeted teaching, to ensure differentiated instruction is provided to progress individual student learning and achievement.

Domain 6: Systematic curriculum delivery

Strengthen moderation processes, including external moderation, to support consistent teacher judgements and the alignment between curriculum, teaching assessment and reporting.

Prioritise planning and moderation conversations about how to help students demonstrate A-standard work to support teachers using the Australian Curriculum (AC) to stretch students to better performance.

Domain 8: Effective pedagogical practices

Strengthen the capability of teaching staff to provide targeted feedback associated with learning walls to guide students in their next steps for learning.

Build the capability of teachers to implement an inquiry approach to the teaching Mathematics to cultivate deep thinking amongst students in solving complex problems.